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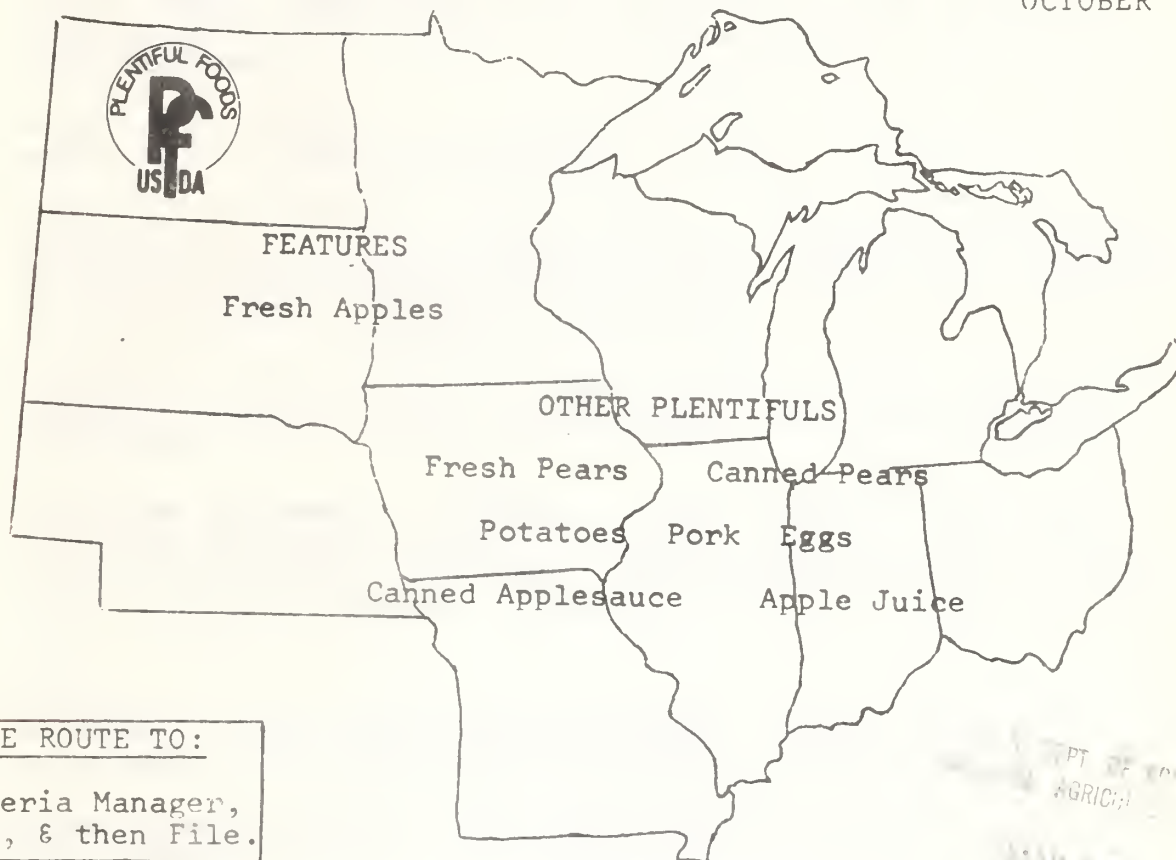
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NEWSLETTER

OCTOBER 1971



PLEASE ROUTE TO:

Cafeteria Manager,
Cooks, & then File.

THIS MONTH --

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U.S. DEPARTMENT OF AGRICULTURE - FOOD AND NUTRITION SERVICE

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349446

NEW YORK

*NUTRITION EDUCATION

"NUTRITION EDUCATION DEPENDS ON COMMUNICATION -- BY WORD, DEED, AND EXAMPLE . . ."

Words, Deeds, and Examples "cut across" the whole area of human relations as well as all the activities connected with food service.

Nutrition Education for children is made up of words, deeds, and examples from many sources.

The manager and food service staff - in the daily routine of preparing and serving attractive Type A lunches that children eagerly accept are making a definite and unique contribution to the nutrition education of children.

Helping children to replace the negative, "I don't like" with "haven't learned to eat" attitude is a step toward better nutrition.

Nutrition is personal because "To eat or not to eat" is a personal decision. Parents, teachers, school administrators, school food service personnel, and friends influence children's decisions by the example they set.

But . . .

Children's food habits can be changed. School lunch can provide experiences in eating which bring about such changes.

Encouraging a child to "eat three bites" of a new food is a beginning.

A check on plate waste and reasons for excessive waste will help in food preparation and in future planning of menus. In the final analysis the food must taste good in order for it to be eaten.

Through your school food service program be a real communicator of Nutrition Education.

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Joint Topics:

1. The School Cafeteria as a Learning Experience in Nutrition
2. Using Creativity to Get Children Interested in Food.

*Article by Dr. Ruth M. Leverton, USDA Technical Staff, Washington, D. C.

A secondary purpose in initiating the National School Lunch Program was to provide a school food service environment as a laboratory where, by example and experience, participating school age children would acquire a knowledge of nutrition and foods needed for growth and development. It was the intent that by providing well-balanced, nutritious lunches, children would develop more mature attitudes and values for making choices that would fulfill nutritive needs. In many instances, especially in the recent snack-oriented years, this purpose has not been accomplished.

With the combined efforts of cafeteria staff and school officials, the seed of motivation can be planted. Progressive techniques and creative thought are needed to foster the understanding of nutrition and develop proper eating habits.

A basic requirement is to assure, through good preparation and service, appealing and nutritionally proper foods that have a high degree of acceptability. The total cafeteria environment and service must present food as a beneficial sensory, educational and social experience to children. Truthfully ask yourself "is my service dull, uninteresting, routine and repetitive? What is the primary purpose for the service?"

What impression do the employees give? Do they appear interested and attentive to the needs of the students? Does the cafeteria environment promote an interest in the food being served? Is food presented as a basic need and pleasure? "Food can be Fun" and "Food Can be a Token of Love" - can be themes used to give spirit and revival of interest in foods.

Some ways of promoting interest in food and its nutritive value are eye-appealing, attention-getting decorative displays, signs, bulletin boards, posters, pictures and artistic models. They must be clearly visible and eye-appealing in order to attract the attention and enthusiasm of school children. Holidays such as Thanksgiving, Christmas, Halloween and Valentine's Day are an opportune time to stress nutrition because of the important part numerous foods play in these festive celebrations. Children can help prepare decorations with the help of art instructors, create pictures, drawings and holiday place mats. These should feature foods to be served. Christmas trees can be decorated with little food models instead of lights and children can prepare trimmings for cafeteria doors or other permissible areas. These experiences will allow children to demonstrate their increasing knowledge of nutrition. National School Lunch Week is a perfect time to try out some of these ideas. However, it should be a continuing process throughout the school year in order to be successful.

Foods representative of different cultures and ethnic groups can be very successful in creating and sustaining children's interest in food. Clever promotion is an important ingredient in making lunch period a festive occasion. Two examples are Hawaiian Luau and Mexican Fiesta themes. Slogans, signs, travel posters, skits and costumes are effective in emphasizing the cultures chosen and the foods for which they are famous. Do not neglect to mention, however, that these foods also contain the nutrients they need. Recipes (in home size quantity) could be provided for use at home, creating an interest in developing food preparation skills. The cafeteria staff could also assist in social committees through suggestions of types of food for parties and appropriate foods for buffet meals that are easy for children to prepare.

A particular food item in the lunch menu could be spotlighted daily. Nutrition information, including its description and classification as to food group, its contribution to the body, its nutrient composition, and its familiar uses could be provided. It is also beneficial to familiarize students with the names of the cook or cafeteria employees by naming a particular creation they make or their pet recipe after its originator (i.e., Mary's Special - Bean Soup).

Physical attractiveness is a prime concern of today's teenage girls and boys. They can be made aware of the importance of food by providing a section of the bulletin board containing articles, news clippings, pictures of foods that contribute to good nutrition and food enjoyment. The girl's section could be titled "The Beauty Bar, the Popular Girl's Guide to Attractiveness"; the boy's section, "The Athlete's Corner, The Boy's Guide to a Healthy Physique". Adolescent girls can be made aware of the importance that certain foods contribute to a good figure, healthy body, clear complexion, strong teeth and glowing hair. Of special interest to girls is the knowledge that foods in a well-balanced lunch do not add to excess weight as much as the habit of eating large amounts of one or two foods. They should be cautioned about the frequent intake of snacks that have little or no nutritive value and which indeed may even lessen their attractiveness. Emphasize snacks that are high in food value instead. The interest of teenage boys can be attracted with demonstrations of the way proper nutrition contributes to a clear complexion and a strong healthy physique necessary for successful competition in sports.

The cafeteria staff with the cooperation of the school officials, teaching staff and students can employ many of these ideas to foster increased nutritional knowledge, food acceptance and increased participation.

Of equal importance is the feeling of making a worthwhile contribution to improving the attitudes that affect the lives and health of your school's children. It requires a tremendous amount of change, added responsibility, initiative, and planning on the part of cafeteria staff. An efficient organization of time and work, orientation of employees, study in or knowledge of foods and nutrition is necessary. These undertakings require dedication, determination, and sacrifice on the part of all to achieve the best result. Do not expect 100 percent success because each individual with whom you deal accepts change at a different pace. For this reason set goals at a reasonable level to influence as many as possible. Hopefully, it will be the majority.

** ***** **

TYPE A LUNCH

Fluid Whole Milk - 1/2 pint served as a beverage.

*Protein-rich
Foods*

- 2 ounces (edible portion as served) of lean meat, poultry, fish or cheese; or one egg; or 1/2 cup cooked dry beans or dry peas; or 4 tablespoons of peanut butter; or an equivalent of any combination of the above listed foods. To be counted in meeting this requirement, these foods must be served in a main dish or a main dish and one other menu item.

*Vegetables and
Fruits*

- 3/4 cup serving consisting of two or more vegetables or fruits or both.

Bread

- one slice of whole-grain or enriched bread; or a serving of other bread such as corn-bread, biscuits, rolls, muffins made of whole-grain or enriched meal or flour.

*Butter or For-
tified
Margarine*

- one teaspoon used as a spread or as a seasoning or in the preparation of other foods in the lunch.

For nutrition insurance, include each day: a vitamin C food; a vitamin A food; several iron-rich foods.

OCTOBER 10 - 16 NATIONAL SCHOOL LUNCH WEEK

Theme: Closing the Nutrition Gap - Beautify America -
Feed Children

The Food and Nutrition School Food Service Staff of this office wishes you all a most successful National School Lunch Week. We also urge you to continue your nutrition evaluation through the ensuing year. We know that you will BEAUTIFY AMERICA and FEED CHILDREN, because that is just what some of you have been doing for this Quarter of a Century of School Type A lunches for children.

We are very proud of your success in feeding the Midwest Region's children and we share with you the responsibility in serving our share of the country's 24.4 million children, including the 7.3 million reached with free and reduced price lunches. You have our complete support, and we know that the effort to close the nutrition gap will be redoubled.

Sincerely,

Chicago Office Staff

TYPE A LUNCH SERVES 25 YEARS

". . . to safeguard the health and well-being of the Nation's children . . ." This excerpt from the National School Lunch Act of 1946 clearly defines one of the purposes of the Act.

To achieve this purpose, the Type A Lunch was designed to meet 1/3 to 1/2 of the minimum daily nutritional requirements of a 10 to 12 year-old child. Scaled down portions for the younger children and larger portions and seconds for the older boys and girls were planned to fit the needs of these age groups. The energy or calorie and nutrient allowances were translated into a framework of foods.

During the 25 years of its existence, the Type A lunch has indeed "eaten well". That there have been no basic changes - only slight revisions reflecting new research findings and changes in American living habits - is proof positive that the true Type A lunch is a mark of quality, synonymous with the best in nutritional and money bargains. The skill and dedication of School Lunch Managers and members of the kitchen staff have made the School Lunch Program a valuable National asset. They can well be proud of their role in serving our children so admirably.

NATIONAL SCHOOL LUNCH WEEK: 25th ANNIVERSARY!

(1946 - 1971)

OCTOBER 10-16

PROCLAIMED BY THE PRESIDENT
2nd SUNDAY OF OCTOBER ANNUALLY

This year's theme:

"SCHOOL LUNCH CLOSES
THE NUTRITION GAP"



Get Ready, Set... Grow !!!

NATIONAL SCHOOL LUNCH WEEK

Universal Menu

Wednesday, October 13, 1971

School Pizza
Green Beans and Butter
Tossed Salad (spinach, lettuce, and tomato with oil dressing)
Applesauce
Milk
Brownie

Based on recipes in "Quantity Recipes for Type A School Lunches," PA-631, the following amounts of foods will be consumed by the 24-1/2 million children participating in the National School Lunch Program throughout the Nation on Wednesday, October 13, 1971.

Ground Pork.....	2,695,000 lbs
or	or
Ground Beef.....	2,143,750 lbs
Cheese.....	1,531,250 lbs
Eggs.....	3,920,000 eggs
Green Beans.....	91,875 cases
	(6 No. 10 cans per case)
Spinach, Lettuce, Tomatoes, etc...	1,653,750 lbs
Applesauce.....	91,875 cases
	(6 No. 10 cans per case)
Milk, Whole.....	24,500,000 1/2 pints
Butter or Margarine.....	275,625 lbs
Flour.....	1,408,750 lbs
Oil or Fat.....	382,690 lbs
Nonfat Dry Milk.....	65,170 lbs

Ingredient Amounts for 100 Portions

INGREDIENTS

Protein-Rich Foods

One Portion Serving

Ground Pork	1 piece, 3-1/4 x	11 lbs	
or	5 inches, 2 oz	or	
Ground Beef	protein-rich food	8 lb 12 oz	
Cheese	and a serving of	6 lb 4 oz	1 gal 2-1/4 qt
	bread		
Eggs		1 lb 12-1/2 oz	16 large

Vegetable and Fruit

Applesauce	1/4 cup fruit		2-1/4 No. 10 cans
Green Beans	1/4 cup vegetable		2-1/4 No. 10 cans
Spinach		8 oz	1 qt
Head Lettuce		2 lb	
Tomato	1/4 cup salad	2 lb 14 oz	2 qts
Onions		6 oz	1 cup
Radishes		1 lb	1 qt
Tomato Paste		4 lb 12 oz	2 qt

Bread, Butter, Milk

Butter or	1 tsp	1-1/8	100 tsp
Margarine			
Milk, Whole	1/2 pint		100 1/2 pints

Other Foods

Active Dry Yeast	1-1/2 oz	4-1/2 Tbsp
Bitter Chocolate	1 lb	16 squares
Flour	5 lb 12 oz	About 6 qts
Nonfat Dry Milk	4-1/4 oz	2/3 cup + 3 Tbsp
Nuts	12 oz	2-3/4 cups
Oil Dressing		2 cups
Oil or Fat	1 lb 9 oz	3-1/2 cups less 2 Tbsp
Spices and	small amounts	
Flavorings		
Sugar	3 lb 11 oz	2 qt 1/2 cup

HANDLING AND STORAGE OF PROCESS CHEESE
FNS(FD) INSTRUCTION 709-6

Understanding safe storage of process cheese helps prolong shelf life. At 70°F. process cheese begins to oil off and at 90°F. it will melt. The product should never be frozen. At 40°F. the approximate storage life is 12 months.

To maintain good quality and the nutritive value of commodity process cheese which your school will be receiving soon, the recommended holding temperature is 35 to 45 degrees Fahrenheit.

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USE USDA-DONATED COMMODITIES

Plan your menus to include U.S. Department of Agriculture Donated Commodities. Be creative in menu combinations.

Some donated commodities you may receive by October:

Turkey	Cranberries, fresh
Chicken	Pears, fresh
Beef, ground	Peaches, canned
Peanut Butter	Pineapple, canned
Process Cheese	Peas, canned
Dry Beans	Raisins
Pork, Frozen ground	Corn, canned

Plums, Canned

Check your storeroom - Use all commodities on a first-in, first-out basis.

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VEGETABLE PROTEIN PRODUCTS

The USDA has approved the use of *Textured Vegetable Protein Products to be Used in Combination with Meat for use in Lunches and Suppers Served Under Child Feeding Programs.*

The textured vegetable protein product, when prepared and served in combination with meat, poultry, or fish, may be used as a meat alternate to meet part of the minimum requirement of two ounces (edible portion as served) of cooked meat specified in Section 210.10 of the regulations governing the National School Lunch Program. It would also meet part of the meat and meat alternate requirement in Section 225.9 of the Special Food Service Program for Children. The proportion of hydrated vegetable protein product, (manufactured according to the specification for Textured Vegetable Protein Product B-1), to uncooked meat in the combination *shall not exceed* 30 parts per 70 parts meat on the basis of weight. Formulation Example:

70	pounds ground lean meat
10	pounds dehydrated Textured Vegetable Protein
20	pounds water
<u>100</u>	ppounds meat protein product

This office will provide a copy of the Specification *Textured Vegetable Protein Products (B-1)* to all food service authorities desiring to use this product as a meat alternate in combination with meat in either school lunches or lunches or suppers served under the Special Food Service Programs for Children. All food service authorities shall require the vendor to produce the product in accordance with the specification. Also, checks will be made to determine if schools and food service institutions are combining the hydrated vegetable protein and uncooked meat according to the proportions outlined in the specifications.

REDUCE COSTS - USE DONATED COMMODITIES

Protein alternates offered through USDA donated commodities, in combination with the *Food Buying Guide*, will suggest to smart managers other ways to effect meaningful reductions in the food budget. For Example: There are six edible 2-ounce portions in a pound of government ground beef. There are 11 half-cup portions of protein in a pound of dry beans. One half-cup portion of cooked dry beans or peas meets the protein rich food requirement for a Type A lunch. The addition of two pounds of dry beans or peas, cooked and mashed, to 10 lb. of raw meat used in meat loaf, sloppy joe mixture, hamburger, etc. will increase the protein content by 22 portions, at no added expense.

To prepare beans or split peas (10 portions to the pound): Cook until tender. Mash or blend into a firm paste, and add the mashed beans or peas to the meat mixture. You will be extending the protein, lowering costs and saving money for other more expensive foods. A ratio of two pounds of dry beans or peas to ten pounds of meat will blend in well without affecting the taste of the meat. This mixture may be used with beef, pork, chicken or tuna. The addition of split peas to creamed chicken, turkey and other ala king preparations will also improve the quality and taste of the dish.